

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☒ High ☐ K-12 ☐ Other
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Mr. Richard Campbell

Official School Name: Jackson High School

School Mailing Address:
7600 Fulton Drive NW
Massillon, OH 44646-9393

County: Stark State School Code Number*: 017772

Telephone: (330) 837-3501 Fax: (330) 830-8020

Web site/URL: http://jackson.stark.k12.oh.us E-mail: rac2jc@jackson.sparcc.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mrs. Cheryl Haschak

District Name: Jackson Local Tel: (330) 830-8000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Kenneth Douglas

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 4 | Elementary schools |
| 1 | Middle schools |
| 0 | Junior high schools |
| 1 | High schools |
| 0 | Other |
| 6 | TOTAL |

2. District Per Pupil Expenditure: 8623

Average State Per Pupil Expenditure: 9939

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 7 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K			0	8			0
1			0	9	249	262	511
2			0	10	182	210	392
3			0	11	223	249	472
4			0	12	232	230	462
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							1837

9. Students eligible for free/reduced-priced meals: 9 %

Total number students who qualify: 162

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8 %

Total Number of Students Served: 153

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>15</u> Autism	<u>4</u> Orthopedic Impairment
<u>1</u> Deafness	<u>39</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>64</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>12</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>8</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>5</u>	<u>0</u>
Classroom teachers	<u>93</u>	<u>6</u>
Special resource teachers/specialists	<u>16</u>	<u>7</u>
Paraprofessionals	<u>6</u>	<u>2</u>
Support staff	<u>26</u>	<u>21</u>
Total number	<u>146</u>	<u>36</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 19 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	95%	97%	96%	97%	96%
Teacher turnover rate	14%	13%	18%	8%	8%
Student dropout rate	1%	2%	0%	1%	3%

Please provide all explanations below.

Beginning with the 2005-06 school year, the school district began to experience a turnover in staff due to a large number of our teachers reaching the age for retirement. This process was accelerated during the 2006-07 and 2007-08 school years when the district offered a two-year retirement incentive to teachers as part of a cost savings measure to offset recent financial concerns.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	479	
Enrolled in a 4-year college or university	77	%
Enrolled in a community college	13	%
Enrolled in vocational training	0	%
Found employment	4	%
Military service	2	%
Other (travel, staying home, etc.)	0	%
Unknown	4	%
Total	100	%

PART III - SUMMARY

Jackson High School is a suburban, comprehensive high school with an enrollment of 1,837 students in grades 9-12. The school is part of the Jackson Local School System, located in Jackson Township, Ohio, serving 5,584 students in grades K-12. Jackson High School is situated on over 152 acres which includes a local park system, nature preserve, bog, athletic fields, pavilions and is within walking distance of the community library, a safety center and our YMCA. Jackson Township has evolved over the last 30 years from a rural, agriculture-based township to a residential community of middle- to upper-middle-class families. With a population of 37,500 Jackson Township residents have a high regard for education. Twenty-seven percent of Jackson Township residents have a bachelor's degree or higher, compared to a state average of 16%.

The vision of the school is "striving for excellence," which means students achieving their highest potential, inspired by teachers who are making a difference. The mission of Jackson High School is "students are our first priority." Our purpose is to create a learning environment that helps all students meet or exceed state standards, provides responsive and appropriate intervention, promotes student leadership, encourages meaningful parent and community involvement, provides real world learning experiences, respects individual and cultural differences, and provides a rigorous student-centered curriculum.

Jackson High School has been rated "excellent" (the highest designation possible) by the Ohio Department of Education for the last 8 years. With one of the highest performance index scores, and boasting some of the highest accelerated and advanced scores in the state, Jackson has also been recognized nationally as one of the top 1,000 high schools in the nation, including most recently in U.S. News & World Report as a Silver Medal winner.

Jackson High School is fortunate to have a highly-qualified and passionate staff that sets high expectations and provides the support necessary to ensure all students can be successful. The high school offers several career/technical and tech-prep programs, including horticulture, culinary, and automotive technologies. Jackson High School also has a strong arts program, including a School for the Arts (a school-within-a-school). Jackson High School offers a rigorous curriculum, including 15 Advanced Placement (AP) courses. Recently, our AP Chemistry Program was recognized by the College Board for its excellence and consistently high AP scores. In response to helping students prepare for the 21st century, Jackson High School is currently applying for International Baccalaureate (IB) diploma program approval and has been accepted as a candidate school.

Jackson High School teachers are completing year five of a five-year continuous improvement plan (CIP). The CIP focuses on building time and financial resources to support five major goal areas. These goals work towards raising academic expectations and improving student performance.

Jackson High School offers over 50 extra-curricular and co-curricular clubs/activities as well as 28 varsity sports. Jackson is respected for its strong vocal and instrumental music program, consistently receiving superior ratings at state adjudicated contests. Our Speech and Debate Team consistently places well at the state level and qualifies several students to national competition annually. Our students and families believe in service to others as evident by their donations of funds and labor to construct a complete Habitat for Humanity house each year (Jackson host its own Habitat Chapter); providing holiday baskets of food and gifts; collecting 2300 pairs of shoes for those in need; and sending books to third world countries. Last year, Jackson sports programs boasted 8 league championships, 4 athletes named player of the year, 8 coaches named coach of the year, 7 sectional championships, 4 district championships and 1 regional championship. Eight athletes were awarded First Team All-Ohio honors.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In the early 1990's, Ohio began utilizing a criterion-referenced state proficiency test to measure student success. In 2002, the Ohio Department of Education began utilizing an assessment system based on standards-based Ohio Achievement Tests (OAT) for grades 3-8 and the Ohio Graduation Test (OGT) for grade 10 to measure student competency and to document student achievement in reading, writing, mathematics, science, and social studies. These content-based achievement tests help the state to ensure minimum standards are taught by schools and mastered by students. Student performance is documented at various levels: limited, basic, proficient, accelerated and advanced. Students must score in the proficient or higher category to be considered as passing the test. The OGT is a high-stakes test that students must pass in order to graduate in Ohio. More information on the Ohio assessment system can be found at www.ode.state.oh.us.

Jackson High School has worked diligently to improve and score high on these state assessments. A performance index calculation is used by the state to determine if a school has met a state indicator regarding the level of student performance. The highest possible index score is 120, which assumes all students perform at the advanced level. Over the last few years Jackson High School performance index scores were consistently high, with scores of 109 and 110. The Jackson High School index score last year was 111, ranked 3rd highest in the state among high schools with over 1,500 students.

Jackson High School also performs well on the state Ohio Graduation Test. Last year, Jackson ranked 3rd in the state in the number of students performing at the advanced level in writing, 6th in the state in the number of students performing at the advanced level in social studies, and 9th in the state in the number of students performing at the advanced level in mathematics. Students scored proficient or higher on 96% of all tests administered (2340 total tests). A major goal at Jackson is that all students score beyond the proficient level, and ideally score at the advanced level, on their first attempt to pass the OGT. Among the first-time test takers last year, 48% of all test scores were at the advanced level (highest performance level possible) and 81% of all test scores were at the accelerated level or higher (beyond just proficient). Jackson has continued to post high scores over the last several years.

Ohio uses a measure of adequate yearly progress to determine if students are performing and growing in performance at acceptable levels. Jackson High School has met adequate yearly progress each year since the measure was instituted for all student groups, including the economically disadvantaged.

Jackson High School students have consistently exceeded state and national averages for test results in AP, PSAT, ACT, and SAT. Most recent results show Jackson with a composite average on the ACT of 23.4 compared to a 22 state average and a 21 national average. Jackson High School has also been recognized by ACT for outstanding student performance, including a perfect ACT score, one of only 4 in Ohio and 75 in the nation. SAT results are equally impressive, with local means ranging from 552-586 compared to a 521-544 range for state means and a 494-502 range for national means. Last year Jackson High School had two National Merit finalists and eight National Merit commended students.

In 2007-2008, Jackson High School administered 627 AP tests in 16 different subjects to 376 students with an average score of 3 and 58% scoring a 3 or higher. Jackson students annually garner in excess of 1.5 million dollars in academic scholarships to support their post-secondary education. This is direct result of their high academic achievement, advanced coursework, extra-curricular options, and dedicated staff who ensure students' success at the highest level possible.

2. Using Assessment Results:

Quality assessments act to drive instructional improvement at Jackson HS. Teacher teams functioning as Professional Learning Communities have worked on creating and implementing common assessments in their courses as well as reviewing Ohio Achievement and Ohio Graduation Test data. Five years ago, all departments began the process of integrating writing across the curriculum. Teachers designed common assessments based on short answer and extended response writing prompts which modeled the scoring rubrics from the Ohio Graduation Test. Other common formative and summative assessments are incorporated into coursework in meaningful ways, including practice state assessments. This allows for rich discussions, centered around student performance and improved instructional practices. The use of scanning software provides opportunity for staff to perform item analyses and gather statistics on item validity on any test. In addition, all departments use common semester and final exams to align instruction and provide opportunities to assess both course expectations and student achievement.

Study groups have reviewed prior student performance, including results of Ohio Achievement Tests administered in grades 6, 7 and 8. By analyzing student subscale reports, teachers can offer individualized support for students. Building on the EXPLORE test administered in grade 8, Jackson High School administers the PLAN test in grade 10 to allow students to evaluate college readiness, explore career interests, and to assist in scheduling further high school coursework. Advanced Placement (AP), Compass, ACT, PSAT, and SAT results are periodically reviewed by teachers to help measure program success.

Assessment results have also identified students for other intervention services, including gifted and enrichment opportunities, individualized education plans (IEPs), intervention assistance team (IAT) review, guided study halls, after-school tutoring, and instructional modifications such as differentiated instruction. One example of an innovative solution is our Math/Science block, which provides participating students access to extra time, extra support, and enriched experiences designed to increase their academic success. Last year, 95% of these at-risk students in the math/science block course passed their Ohio Graduation Test on the first attempt. These results greatly exceeded the target goals established for this program.

3. Communicating Assessment Results:

Assessment results are communicated to various stakeholders in several ways. Individual student performance results on the Ohio Graduation Test are sent home in the form of an Ohio Department of Education-(ODE) provided Parent Report. This report details student performance in each subscale of each assessment and lists strengths and areas in need of improvement. Additional resources for parents and students to use in preparation for these state assessments are highlighted. Building and district report cards are generated by the ODE and disseminated to parents and community members. Assessment results of this nature are also accessible via the district website.

PLAN, PSAT and Compass test results are shared with students via an individualized report. Students have an opportunity to discuss these results with a guidance counselor or instructors, in addition to their parents. Data on individual student performance in the classroom is accessible by students and parents via our Pinnacle Internet Viewer software, which is accessed on-line. Parents and students are provided passwords to access course grades, individual assignment results, and attendance data in real time via the internet. The school district website has over 210,000 hits annually.

Jackson teachers create course brochures for parents that highlight course and assessment expectations. Local newspapers publish articles and post test results when the state releases OGT test results. Teachers meet and analyze OGT results and sub-scale scores. Jackson's newspaper, the Polar Bear Pride, publishes aggregate assessment results and is mailed to all community members. Teachers create interim reports highlighting student performance that are mailed home to parents and they also contact parents via e-mail and phone to discuss student performance and expectations. Academic departments provide an annual report shared at

board meetings and used to generate stories for the Polar Bear Pride, district flyers, or website updates. A group of Key Communicators, consisting of community members, meets regularly to discuss district accomplishments and activities, as well as to provide feedback.

4. Sharing Success:

Jackson High School provides opportunities for students, teachers, and administrators to share their successes with others. Many of our student clubs, co-curricular and sports teams interact with other students and teachers from area schools. As they model excellence, they represent and project our successes to others.

Teachers at Jackson High School are eager to share their expertise and successes with their peers. Lead Teacher groups, consisting of teachers from across Stark County, have existed for over 10 years, providing a venue for teachers to share success stories, effective teaching strategies, and innovative ideas. The teacher networks meet in core content teams of English, Social Studies, Foreign Language, Math, and Science. Jackson High School teachers are well represented at these county-wide meetings and even play a leadership role in the program management team, helping to design meeting agendas and workshops. Some teachers have attended state and national conferences through these networks and have been involved in presenting model lessons and innovative classroom programs. Teachers from Jackson have also attended and presented at regional, state, and national conferences such as eTech, OFLA, Model Schools Conference, Central States Conference, TechPrep, and SECO.

Administrator networks allow further sharing of successes. Principal study groups, administrative conferences, roundtables, curriculum directors meetings, superintendent meetings, compact meetings, and other networking opportunities allow Jackson High School administrators to share successes with peers from across the county, region, and state.

Jackson has also had the opportunity to share successes through participation in program opportunities and data reported to the National Science Foundation as part of a county-wide Math-Science Partnership (MSP) and a Local Systemic Change initiative (LSC). Teachers can highlight successes about Jackson High School, including AP enrollment, AP scores, OGT scores, remediation efforts, workshop participation, and district study group accomplishments.

Jackson is often contacted by other schools and has hosted visitors wishing to learn more about our success and to get insight into education. Recently, a team of new professors from Ohio State University visited Jackson High School and met with students and staff to probe the issues facing secondary education and the issues facing students as they transition to higher education.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Jackson High School curriculum meets State of Ohio academic content standards while offering students a vast array of higher-level courses and extra-curricular activities and programming. In addition to core curriculum classes, students may select from Career and Technical programs, classes in the Jackson School for the Arts, Advanced Placement classes (21 on-site or through a county collaborative program with other area high schools), dual-credit courses, post-secondary option, Visual Arts, Instrumental and Vocal Fine Arts, business and technology classes, and Mandarin Chinese through an Ohio Department of Education visiting-teacher program.

English: Students are required to complete four years of high school English for graduation credit. Offerings are at on-grade level, accelerated, and Advanced Placement. Students select class level based on the criteria of previous English performance, abilities, interests, and recommendations by teachers and counselors. Instruction is delivered with an emphasis on differentiation of content, expected level of student products, and variable processes and tools to deliver information. The strongest instructional emphasis is placed on developing student writing skills and reading content comprehension.

Mathematics: The district core mathematics program in grades 7 through 11 is the University of Chicago School Math Program. Students currently must complete three credits for graduation; however, nearly 75% of our students elect to complete 4 years of math. Most students have completed an Algebra I or geometry credit in middle school and work to AP Calculus or Pre-calculus by senior year. Innovative instruction for at-risk students has been developed through a 9th and 10th grade-level block class for mathematics and science. A joint effort by classroom teachers, intervention specialists, and the building reading specialist, these classes reach at-risk students who do not qualify for special education assistance, but who are dramatically below grade level in these two subjects. Instruction in math is based upon the Skills, Properties, Uses, and Representation (SPUR) approach.

Science: The district program requires three science credits for graduation. Again, nearly 75% of our students complete 4 credits. Most students are able to complete enough class work in 9th, 10th, and 11th grades to be prepared to take any one of the three AP courses offered senior year. The science courses are lab based with an emphasis on projects, cooperative learning, application, and technology. The students are also able to learn the use of a state nature preserve located on campus.

Social Studies: Three credits are required for graduation. Particular emphasis for seniors is being placed on the study of economics and personal finance, beginning with this school year. The development of student projects and the integrated use of technology for instruction and student presentations is a department focus. Elective courses include a humanities approach to freshman- and sophomore-level social studies classes for the School for the Arts, a study of pop culture, and an Introduction to Law class. Civic service and volunteerism is also a component of the social studies curriculum.

World Languages: The district offers world language classes in Spanish, German, and French, beginning in the 8th grade. Through an innovative program with the Ohio Department of Education, Mandarin Chinese levels I and II are offered by a visiting Chinese teacher. Most students complete at least three years of a world language before graduation. Instruction is centered on fluency in speaking, listening, and writing.

Health and Physical Education: This department is being revamped through funding from a Carol M. White Physical Education Program Grant that was received in the 2007/2008 school year. Instructional emphasis is being shifted away from a game-based program to the development and monitoring of an individual fitness

program for each district student. Collaborative programs are being developed with community groups such as the YMCA and elementary PTO groups.

2b. (Secondary Schools) English:

The Jackson High School English language curriculum seeks to foster and encourage critical thinking in the conceptualization and execution of writing and in the analysis and explication of reading. The English Department offers college preparatory and accelerated English at all four grade levels. Students with an affinity for English may also take AP English Language and Composition during their junior year and AP English Literature and Composition during their senior year. Jackson High School is also currently in the process of setting up a program under the International Baccalaureate course of study in order to further enhance English curriculum opportunities. For students interested in pursuing a particular aspect of English, the Department also offers a number of elective courses, including Journalism, Newspaper, and Grammar Refresher. For students who are functioning at below-level reading ability, the school has implemented communication between eighth and ninth grade teachers based on eighth grade Ohio Achievement Test (OAT) results. Students achieving below a certain standard are given remediation via guided study halls, Wilson Reading Program, Jackson High School's Writing Center, and differentiated instruction within the classroom. The school's Writing Center also helps to further professional development among our staff through establishing best practices in writing and reading in conjunction with composition professors at colleges such as Purdue University, Ohio State University, and Walsh University. Regardless of students' post-secondary intentions, it is the goal of the department to ensure they are equipped with the tools necessary to ensure a successful and fruitful life outside of high school.

3. Additional Curriculum Area:

Mastery of computer technology skills is only one portion of the computer knowledge necessary to function in the business world today. Success in education beyond the high school level is impossible without a working knowledge of word processing, spreadsheets, and electronic presentation skills. Even mundane tasks such as registering for classes, turning in homework, and monitoring grades are difficult without a good working knowledge of technology skills. For technical or advanced degrees whole new skill-sets of electronic technologies require a thorough understanding of basic computer concepts just as a starting point. Appropriate style, ethics, and acceptable usage of electronic media are also necessary. Most businesses have rules and practices governing the use of electronic technologies in the business environment. Not only is the ability to use technology important, but the content and usage are subject to scrutiny by management to assure a legal, efficient, and non-hostile workplace for all employees.

In 2007, the student body at Jackson was surveyed to gauge interest in business and technology classes. After compilation of the surveys, the business and computer department was restructured in 2008/2009. A Business and Technology Foundations class that all the department courses (i.e. Computer Graphic and Print Design, Marketing, Computer Applications, Web Design, Entrepreneurship, etc.) build from was introduced as a required course for graduation.

This course was designed to integrate teaching computer technology skills for all facets of modern life following graduation: business, continued education, and life skills. This course extends beyond the practical matter of which keys to push, and also includes the appropriate and ethical use of technology. Jackson High School feels that this program is essential for 21st century life.

4. Instructional Methods:

The staff of Jackson High School uses an array of instructional methods to meet the students' needs. In planning instruction, individual needs are addressed as well the need to make connections to real life. By using differentiation, students are able to achieve and progress at higher rates and understand the purpose,

focus, and importance of the lesson. Some of the instructional methods are as follows: direct instruction, writing across the curriculum, cooperative learning, technology integration in presentations and projects, off-campus experiences, community speakers, and mastery learning.

Student achievement is improved through an intervention and enrichment model that meets the individual needs of each student. Intervention and enrichment support includes: peer-tutors, teacher assistance, guided study hall, a writing center, accelerated coursework, a student mentor program, a teacher mentor program, extended time, pull-out intervention, inclusion/co-teaching strategies, differentiated instruction, accommodations, and individual and group counseling (grief, anger, smoking cessation, Insight). Whether it be a remedial, on-level or accelerated class, the goal is the same-- challenge students and provide support to ensure success.

Through the analysis of data, Jackson identifies students who need time and support in the areas of math and science. This additional time targets students in need of remediation as well as those who would benefit from acceleration. For students below grade level, a three-period blocked class was designed to provide extra instructional support and time in mathematics and science when entering 9th and 10th grades. These students actually get 135 more hours of instruction and assistance during the year. A block approach is also used for enrichment and acceleration, allowing advanced students to complete a year-long course in one semester.

For students with an interest in the fine arts, entrance into the Jackson School for the Arts is encouraged, which provides experience in non-traditional courses such as drama and advanced dance. In addition, students may seek out internships that give them academic credit for working within fine arts disciplines. Additional opportunities have been available with funds recently acquired through an Arts in Stark grant.

5. Professional Development:

Professional development for the high school staff is based upon the goals and strategies of the Jackson High School Continuous Improvement Plan (CIP). This fluid plan articulates the goals, initiatives, and objectives over a 5-year period. Some recent professional development accomplishments include:

- Mapped and aligned the high school curriculum to state adopted standards through release time, summer workshops, and department meetings. Students experience daily lessons with clear goals and objectives.
- Developed an awareness and effective use of assessment data and created common assessments through professional release days and departmental meetings. Students experience practice assessments that mirror our state assessments.
- Developed intervention plans for students at-risk through attending conferences, visiting other schools and designing new courses. Students have new opportunities for courses and intervention strategies.
- Created additional enrichment opportunities for students by releasing teachers to design new accelerated and AP courses. Students have more course options for acceleration.
- Created a grading/reporting committee and worked with Dr. Tom Guskey to revise grading practices to be more standards based. Students understand the meaning and composition of their grades.
- Developed a process of establishing Professional Learning Communities to support continuous improvement through presentations and workshops by Dr. Sharon Kruse from the University of Akron.

To provide additional time for teachers to meet, Jackson Local Schools has taken advantage of state waiver days. These days allow schools to provide staff development during the school day. School leadership and department chairs organize the day with specific focus on the Continuous Improvement Plan and Departmental Action Plans. Each of these days results in some form of product to ensure progress and accountability. These plans are monitored closely by the Curriculum Council to review our current status and plan next steps.

In efforts to complete these plans and implement the most effective practices, Jackson High School has researched and worked collaboratively with a number of leaders in education. This has proven to be an effective measure given the success of our school, staff, and students.

6. School Leadership:

The leadership structure at Jackson High School is based on empowering teachers to maximize the learning opportunities for students. With positive support from the local board of education and superintendent to design and implement new educational initiatives, the school truly functions as a team of concerned professionals, supporting one another to help all students achieve and be successful. Teachers function within departments in Professional Learning Communities (PLCs) under the leadership of a department chairperson who meets regularly with the principal as part of a faculty council. The principal, assistant principals, and district curriculum specialist work with specific departments and act as a resource for new teachers and PLCs. The principal meets regularly with the whole staff through regular faculty meetings, providing an opportunity to discuss student achievement-related issues.

This year, the administrative team led a retreat day at Camp Wanakee where they engaged in a low-ropes challenge course designed to build trust and relationships. With recent staff turnover due to an early retirement incentive, this team- and trust-building experience was important to enable teachers to open up to each other and share personal teaching concerns.

The role of the principal is one of an instructional leader, providing time and resources for teachers to meet and grow professionally. Recent initiatives which focus on student achievement include the establishment of consistent grading standards among teachers of the same course, retesting or second chances for students to demonstrate content mastery, revision of the intervention assistance team process for students at risk, expectations that teachers initiate contact with parents about student performance, providing time for teachers to meet through state-approved Waiver Days and morning meetings, providing teacher release days to meet as teams or attend professional workshops and conferences, forming a grading/reporting committee to establish more consistent standards among teachers of similar courses, and forming a bell-schedule committee to examine the use of time.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: Ohio Graduation Test

Edition/Publication Year: 2003-2008

Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	96	95	94	92	86
% Advanced	84	82	80	76	54
Number of students tested	464	463	480	441	414
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	4	2	1	2
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2003-2008

Grade: 10 Test: Ohio Graduation Test
Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	98	97	99	97	88
% Advanced	81	70	84	80	58
Number of students tested	467	464	480	441	414
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	4	2	1	2
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: